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ABSTRACT

Identification, coordination, and development of community resources for career education projects are discussed in this guidebook. Topics discussed include the following: (1) the role of the community resource coordinator; (2) community resources (available people, materials, and services that are useful and valuable for educational purposes); (3) approaches for initiating contact with various sectors of the community such as labor organizations, family members, school personnel, community groups, business and industry, and development personnel; (4) how to use community resources, including suggestions in the areas of preliminary steps, program definition, telephone, interviews, letters, maintaining support, personal contact, consolidation, coordination, transmitting information, and advisory committees; and (5) a brief listing of suggestions for the community coordinator, and four additional resources. (TA)

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MORE THAN MAGIC

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CREDITS

Content Development and Writing by

Lucinda L. Kindred

Design and Graphics by

Catherine McEver

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Note: The generic term 'he' is used throughout this book to facilitate readability. It is not intended to convey a sexual bias.

CAREER EDUCATION INCREMENTAL IMPROVEMENT PROJECT

This U.S.O.E. funded project was designed to provide schools with the opportunity to make their own decisions about what Career Education should be, and to develop programs and processes for installing Career Education at their school.

Each of the four high schools involved in the project already had existing Career Education programs. These programs included students, counselors, teachers and the community. The aim of the project was to make significant improvements in these existing programs; to share existing programs school-to-school; and to develop new programs, where appropriate, in each school.

The project also attempted to develop a coordination process for use of community resources (e.g. speakers for the classroom, learning opportunities for students outside the school, materials from business, industry and government). Parents were involved in student job placement, and as role models for students. Training programs for teachers and counselors were developed so that they could better understand what Career Education is and how they could make it part of their ongoing activities for students. Hopefully, the project has established a basis for the schools to conduct long-range Career Education program planning.

This Industry-Education Council demonstration project was developed in cooperation with the San Francisco Unified School District through the Department of Career Education under the direction of Bryant Lane, and the Sequoia Union High School District through the division of Occupational Education under the direction of Richard K. Storm.

THE INDUSTRY - EDUCATION COUNCIL of CALIFORNIA

I-ECC is a united way for business, industry and labor to pool their efforts to create, expand and support programs that help youth. I-ECC goals include:

Career Awareness
Knowledge about career opportunities now and in the future, and an appreciation of the value of work (for the individual and the community).

Economic Literacy
An understanding of our economic system; how it works; how the individual participates as an employee, manager, entrepreneur, consumer and citizen.

I-ECC has a three tiered delivery system: at the top of the pyramid is the student to whom support is delivered through his schools and local community I-ECC's. There is another tier for program initiation and support: the Regional I-ECC which works to coordinate school/community programs through a broader geographic setting. The State I-ECC garners support from state level business and industry, provides backup staff and resources for regional program development and implementation, and collates state agency activity that can impart programs anywhere along the line. For all three levels the task is the same: provide resources and programs for students and schools through a working interface of education and business.

INTRODUCTION . .

Career education is based on the premise that individuals need information about the world of work, avocations, leisure time activity, and various life styles as an integral part of the learning process throughout their lives. Education should provide career planning and preparation illustrating options in career choices and other areas at a number of points throughout an individual's lifetime. The society within which the school is imbedded is an important focus of career education. Political and govenmental structures essential to developing and maintaining equal opportunities for all and economic institutions which provide the financial and material resources necessary to support a free society offer learning experiences to students.

Cultural and artistic activities that make leisure time both worthwhile and interesting are also important areas of study.

In order to accomplish an integration of the broad concepts and specific goals of career education in the school curriculum, career information, knowledge, and know-how should be presented at all grade levels. Accurate and current information about occupational opportunities, career ladders, training requirements, entry level job skills, saleable skills, and life styles is available in the community. Since it is impossible to divorce the content of a career education curriculum from the needs, knowledge and resources that exist outside the schools, career education requires an effective use of business, industry, labor, and governmental organizations.

Community resources are used to merge career education concepts with real world needs and understanding. Students and teachers gain a more realistic picture of actual life and work situations; concrete illustrations and demonstrations clarify concepts and make the teaching-learning process more relevant for both. The use of community resources develops the power of observation, the ability to see complex personal and business relationships, and exposes and clarifies the interdependent relationships in a community.

Probably the greatest single problem in community resource access is the isolation of the schools from their communities. This isolation fosters a hesitancy on the part of both schools and communities to approach one another. Many school personnel have limited experience outside of education; even their formal training rarely, if ever, provides information or experience in the world outside academia. Consequently, for school personnel to feel ill-equipped for a new society-based learning is understandable. They think they lack the skills, knowledge and

confidence to seek resources that will support and augment school programs and student activities in their communities.

The community, in its isolation from the educational establishment, is often fearful of involvement in educational projects. These fears are reflected in misconceptions about school-age youth, misgivings about their ability to share meaningful and useful information, experience and knowledge; anxiety about becoming overwhelmed and innundated with requests for help once offered; and some reluctance to experiment with new forms of community/school instructional models. Even when the community is eager to participate in school programs, lack of coordination among school programs using the community sometimes makes access to the 'right' contact in the school difficult, if not impossible.

Isolation is not the only problem. Effective school and community interaction for career education changes the traditional school roles, activities and priorities. Successful efforts will depend, in large part, upon the educational institution's ability to respond to several needs. School boards and administrators must not only endorse the concept of career education, but must be willing to commit staff and resources to begin to develop and identify effective school/community projects and resources.

Teachers and counselors in the schools must be provided with information and knowledge about the world of work and their communities. Only through an ongoing process of professional development, encouraged and supported by school boards and administrators, can students be given appropriate reinforcement in career education through related instruction and counseling activities. Knowledge gained from experience must be related to school learning and vice versa. What is taught must be related to what is done and what is recommended.

Significant curriculum change is required to relate classroom instruction to the larger experience of learning in society.

If career education is to succeed, it will require new patterns of cooperative management. Coordination must be undertaken at all levels: school, intra-district, inter-district, and regional levels. Resources must be shared and equitable means must be established so that all students can benefit from limited community resources.

Systematic methods to assess the resources of a particular school community must be developed and coordinated. This assessment should include student, staff, and family resources as well as those people, materials, and services available from industry, business, labor, government, organizations and all other facets of the community outside of the schools.

Most school districts operate some programs using community resources, e.g., work experience education (general, exploratory and/or vocational), community labs, volunteer activities, speaker's bureaus. Often, such programs operate autonomously and with little coordination or information sharing. A first step, therefore, is to begin to identify the programs, resources, and extent of current participation by the community. This might be accomplished by paraprofessional(s) assigned to the task, volunteer(s) from the community, a counselor, teacher, or an appointed individual assuming the role of a community resource coordinator.

The task of coordination includes identifying existing programs that use the community and locating needed resources from the community or school. The objective of this manual is to provide guidance in identification, coordination, and development of community resources for career education projects.

THE COORDINATOR . . . . . .

Community Resource Coordinator

This is an individual within a school or district (several may be necessary in a larger district) whose full-time responsibility is to develop resources in the community for career education efforts. This individual serves a clearinghouse function as new activities are developed within the school, encourages cooperation, and helps to see that all community resources are properly used. It is the coordinator's responsibility to discard out-of-date resources and publicize new ones. The coordinator collaborates closely with the work experience coordinators and all other school personnel involved in programs using community resources.

Community Resources Committee

If funds are lacking for the services of a full-time community resource coordinator, a school or district must establish a community resource committee. This may be composed of school and district staff most involved in using community resources and/or community representatives. A joint school/community committee is probably the best. The committee should meet regularly to exchange information about new resources, school efforts, and to coordinate and update resource use.

Special attention should be given to those resources for which the demand is great and the access limited. Every effort should be made to consolidate program activities that tap such resources and to establish clear lines of liaison and coordination.

. . . . A ROLE DESCRIPTION

Requirements for a Community Coordinator

A person appointed to carry out community resource identification, development and coordination activities should have a basic understanding of career education concepts and ideas about project activities. Such a person should:

1. Have the respect of school personnel at all levels.
2. Have the confidence to approach individuals from the community-at-large directly, either by phone or by personal interview.
3. Have good verbal and written communication skills.
4. Be persuasive, personable, and able to get along with different kinds of people in many situations.
5. Have a good understanding of the school organization and a familiarity with both teaching and counseling functions.
6. Have a clear understanding of business and industry organization, operations, and functions.

Ideally, of course, the community coordinator would be a change agent of audacious creativity.

WHAT ARE COMMUNITY RESOURCES

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PEOPLE

Community resources are locally available people, materials, and services that are useful and valuable for educational purposes.

A people resource is any individual within or outside the school who can provide expertise to augment a learning situation. As such, they might provide information about occupations, career training, life styles, skills and career ladders. They might also clarify the requirements for obtaining jobs and draw the relationship between school learning and later job application requirements. Engineers, doctors, carpenters, police officers, retailers, and many others have vast amounts of information, skill, knowledge and experience to share.

Many programs have been established using community volunteers to work with school staff in providing volunteer resources in a wide variety of career, occupational and enrichment areas. Such volunteers come to the school site to talk with students, classes, or small groups about specific occupational or subject matter concerns. In addition, volunteers arrange appointments for students to visit career resource people at their work site to talk with them and observe the career or occupational area. Finding and making use of these resources should always be included in the general search for enrichment of the curriculum and student experience and knowledge.

MATERIALS

Materials resources include not only those items available from commercial manufacturers of educational products, but many free and inexpensive films, audio-visual materials, displays, demonstration kits, and other products produced by business, industry, and local organizations about their particular service, product, or areas of related interest. Many of these materials deal with jobs, training attitudes, and job interview skills as well as such subject areas as economics, history, consumer education, ecology and science.

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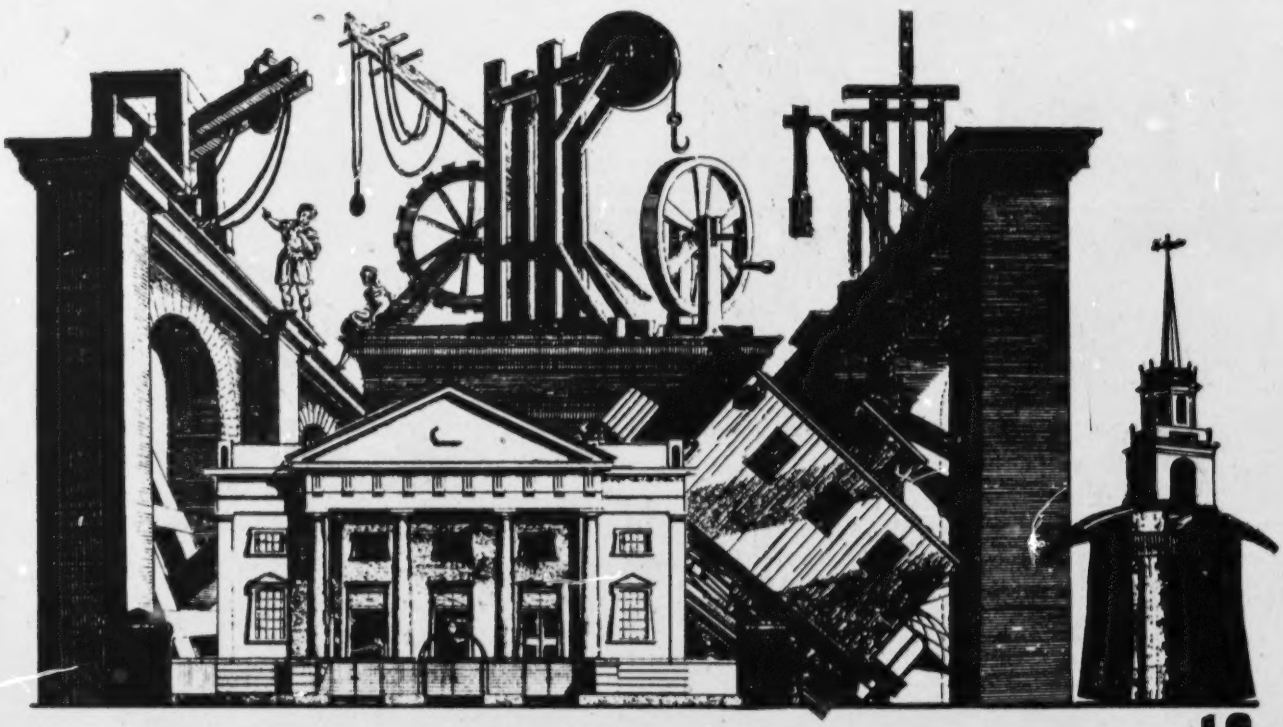
SERVICES

Services resources are those which involve the exchange of personnel and/or facilities between school and community. Participation in educational advisory committees, workshops, work experience, and company training opportunities, for both students and educators, are examples.



Pacific Southwest Airlines (PSA) and the San Diego Public Schools have established a cooperative course in airline operations, theory, and maintenance. During the first semester, students meet in a PSA classroom and are instructed by airline personnel on aircraft dynamics, theory of aviation, aircraft maintenance, laws regulating the airlines, and the airline's role as a public service agency. In the second semester, they are provided an opportunity to apply the principles and knowledge from the first semester in actual on-the-job experiences.

Several years ago, **Pan American World Airways** organized a program for placing off-duty stewardesses in volunteer community program activities. Many stewardesses have shared exciting information with students about the places they have visited; cooking, clothing, cultural artifacts, musical instruments and languages have been discussed and demonstrated. Talents, hobbies, and other skills of these volunteers have been shared in elementary through high school classrooms. They have also provided information on career and occupational opportunities in the airlines industry, and have been of special tutoring assistance to students in a variety of subject areas.

Gunn High School in Palo Alto, California, begins an extended investigation of careers and life styles by focusing on the variety of part-time occupational, avocational and leisure time activities of the **Student Body. Teachers** in the school are then encouraged to share their leisure time and avocational interests with students in their classes. The use of the **Parent** community subsequently exposes students to a wider range of occupational and life style options. Finally, when the immediate resources of the school community have been exhausted, students are encouraged to seek additional information about jobs and concurrent life styles from members of the surrounding communities.

RESOURCE

An inter-district exploratory program is administered in Marin County, California, by the Industry-Education Council in cooperation with the **Pacific Telephone Company** school representative. Students from three different high school districts come together for a three-week period (two hours per day) to participate in non-paid career exploration of entry level jobs.

The **Metropolitan Life Insurance Company** distributes a film for school use on how to prepare for a first job interview. It furnishes information on personal appearance, how to look for a job, how to fill out an application form, and what to expect at a job interview.

An excellent listing of a wide variety of specific community services and resources is available through the W.E. Upjohn Institute for Employment Research in a booklet entitled, **Strengthening Volunteer Industry Service to Public Education: A Basic Manual for School Administrators and Business Executives**, by Samuel M. Burt.

A high school in the Sequoia Union High School District organized **Parent Volunteers** around a monthly career theme. Each month throughout the school year is devoted to a different career cluster area. Parent volunteers discuss the broad range of jobs and opportunities available in a particular cluster area with students. In addition, the school volunteer coordinators help classroom teachers locate resource speakers from the neighboring community to enrich their classroom activities.

The Western Headquarters Office of the **Metropolitan Life Insurance Company**, located on the edge of San Francisco's Chinatown community, offers the company employees an opportunity to tutor young school-age Chinese immigrants in English language and communication skills. Volunteers work individually with students during release time periods from their jobs. The program has been operating for several years.

The **Chevron Research Company** initiated the Tutoring Richmond Youth Project (TRY) which has been expanded to a number of other industries in the Richmond, California area. Employees from the participating companies volunteer an extended lunch hour to work on a one-to-one basis with students from nearby school districts. The volunteers share learning experiences based on their particular job focus (science, laboratory work, research, business practices, etc.) with students. Students are thus exposed to a variety of job areas and the relationships between school learning and work contexts are demonstrated to them. Program costs are borne by the participating industries.

SAMPLES

The **Bay Area Air Pollution Control District** provides an outstanding service to schools. An information officer is available to visit classrooms throughout the San Francisco Bay Area to discuss a wide range of environmental concerns as well as job opportunities in the environmental field. An excellent slide show has been prepared to accompany this presentation.

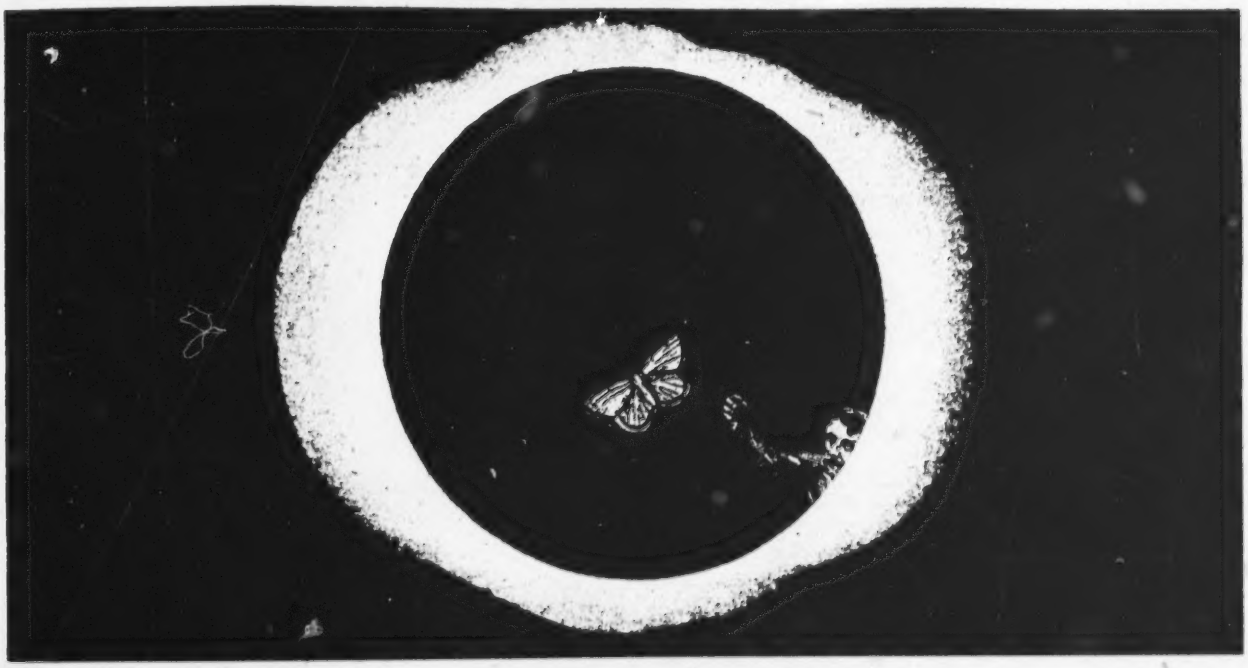
The **Standard Oil Company** of California has an Environmental Kit for teachers to use in the classroom.

WHERE ARE COMMUNITY RESOURCES

BRIDGING INTO THE COMMUNITY

A variety of approaches for initiating contact with various sectors of the community are reviewed on the following pages. If you do receive a positive response to your request for assistance, try to set up an appointment to meet and talk with the community representative personally. Personal contact in community development work cannot be overstressed. Such contact not only identifies you, but it gives you an opportunity to describe your program fully and to find out in detail about the resource itself. A personal visit allows you the opportunity to see the job or career site at first hand and gives you a more definitive grasp of the type of work environment, machinery and equipment used, as well as the functions of the local office or plant.

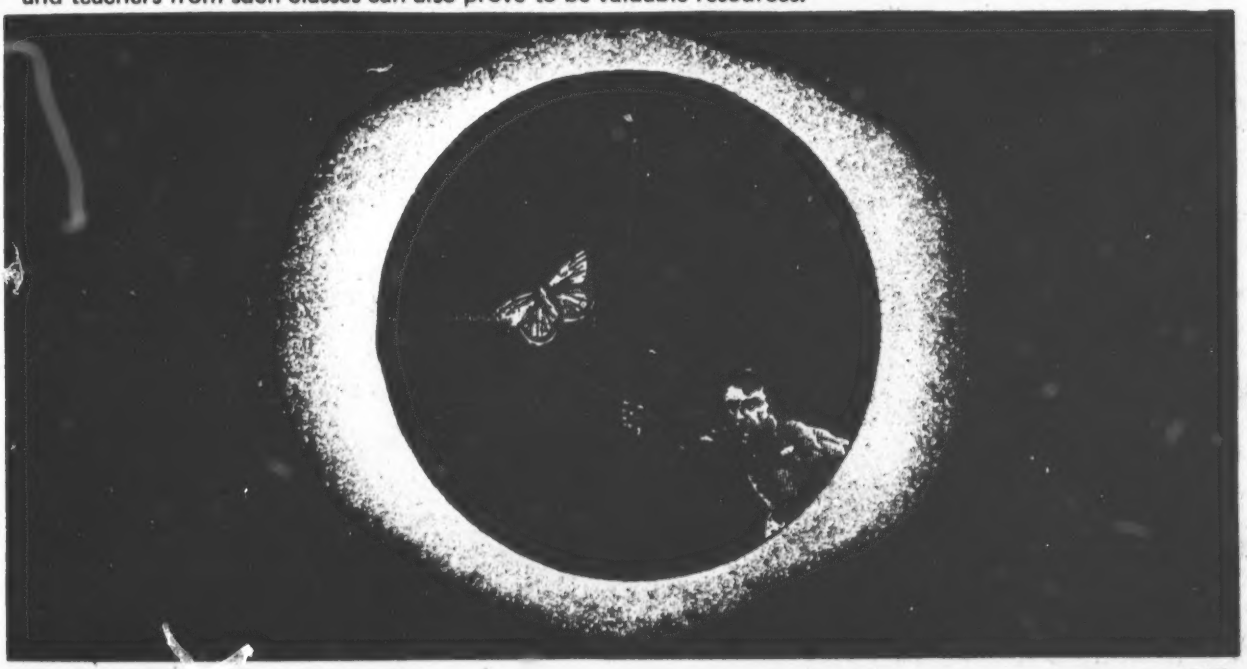
If you are unable to set up an appointment or to engage the interest of the person you've contacted in the community, suggest that you send some materials about the project and contact them later to discuss the materials and to set up an appointment. If you receive only negative responses, ask them to suggest individuals, local companies or organizations that might be interested in supporting your particular program. Ask if you can use their name as reference when contacting some of the individuals that they suggest. It helps to have a name or reference when contacting someone you don't know personally. Ask to recontact them in the future, as other programs are developed. Don't be rude or short, even if they are. Everyone can be converted. If not now, perhaps later.



LABOR ORGANIZATIONS

Current regulations and restrictions on student roles in relation to organized labor can cause some problems and confine the scope of possible activities. You will find, however, that labor officials and members are receptive to talking with students about jobs, working conditions, benefits, and requirements at the school site, the union hall, or the job location.

Students interested in particular apprenticeship training programs may ask to audit classes. Students and teachers from such classes can also prove to be valuable resources.

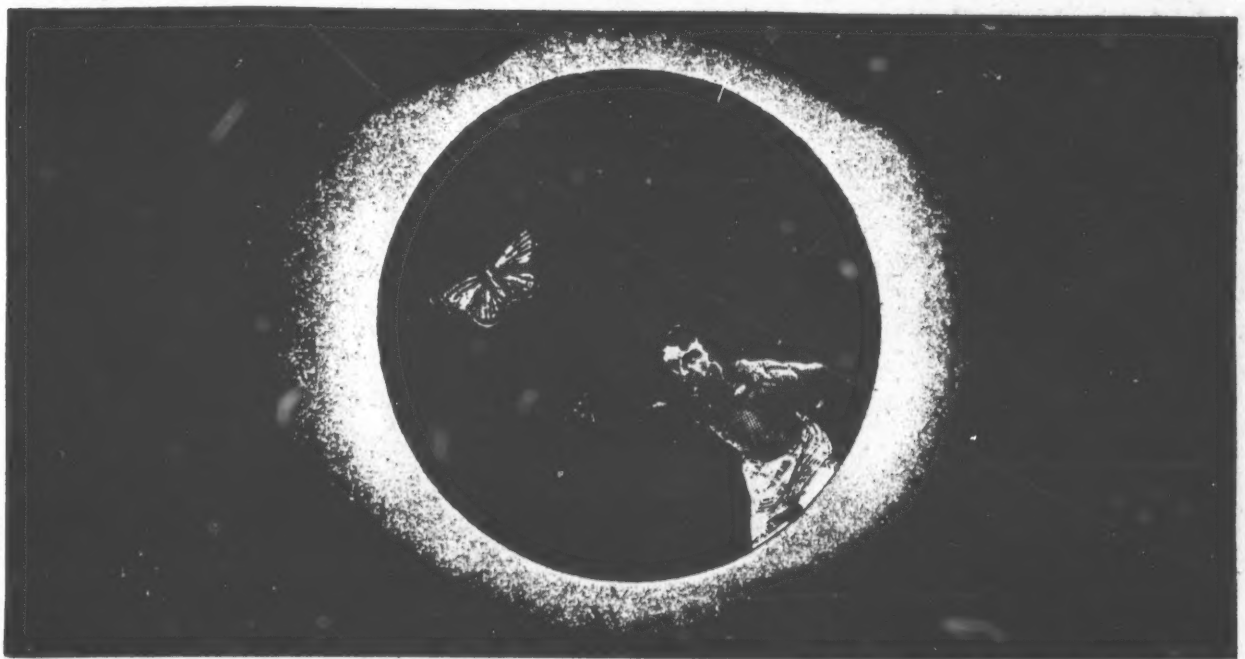


FAMILY MEMBERS

One of your best resources may be members of the students' families. They often represent a broad range of job and occupational alternatives, life styles, avocational and leisure time pursuits. They also have a direct and vested interest in the school and its programs.

Families should be contacted each year to identify ares in which they could share their knowledge and experience with the students. If you have existing parent support groups in your school, use them to assist you in this process. If not, have students help you to prepare questionnaires and to gather and record information.

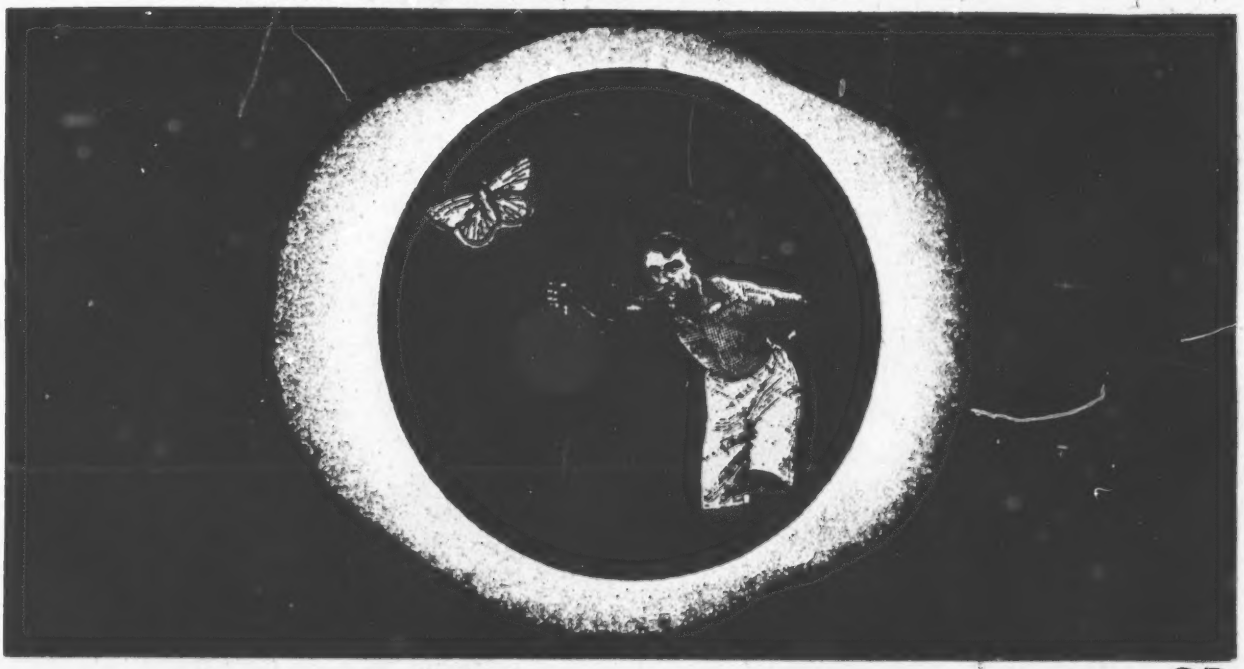
When you have identified interested people, be sure to use them in your program. You should also attempt to keep all parents informed about program goals and activities, resource needs and outcomes on a regular basis.



SCHOOL PERSONNEL

When we talk about moving beyond the school walls, we tend to overlook things close at hand. There is a wealth of talent, expertise and valuable experience in individuals within the school; the students, educators, support staff and families. An impressive listing of hobbies, avocational interests, job experiences, life styles and leisure time activities can be accumulated for use by students and in classes. Finding and making use of these resources should always be part of the general effort to enrich the curriculum and student experience and knowledge. You may want to utilize the following approaches:

1. Seek the help and advice of other school personnel who use the community in their ongoing programs, projects and activities.
2. Survey the student body for specific talents that might be shared with peers: summer jobs, outside work experience and hobbies such as engine repair, photography, animal training, carpentry, floral arranging, child care, etc.
3. Survey the staff (teachers, para-professionals, administrators, counselors and support staff) for vocational, avocational, hobby and life style information.



COMMUNITY GROUPS

Most communities have at least one of the following service organizations actively involved in programs and projects in the area:

- American Association of University Women
- Chamber of Commerce
- Lions Club
- YMCA
- Junior League
- Kiwanis Club
- Rotary Club
- YWCA

Additional community service and professional organizations are generally listed in the Yellow Pages of your local telephone directory under Organizations, Clubs or Associations.

You may not always be successful when contacting local service or professional organizations. It is possible to receive negative responses from local organizations and to find firm support among individual members. If you find you can't get support through the organization, don't give up. Pick an individual member, preferably one you know, and call for assistance. You may have to try both approaches to find which works best for your particular community program.

Find out which service organizations in your community have speakers' bureaus. Some organizations may have already developed effective educational programs with the schools. Call and find out what local organizations are involved in and where their community service interests lie. They may already be organized to serve your needs very effectively, and are waiting for you to contact them.

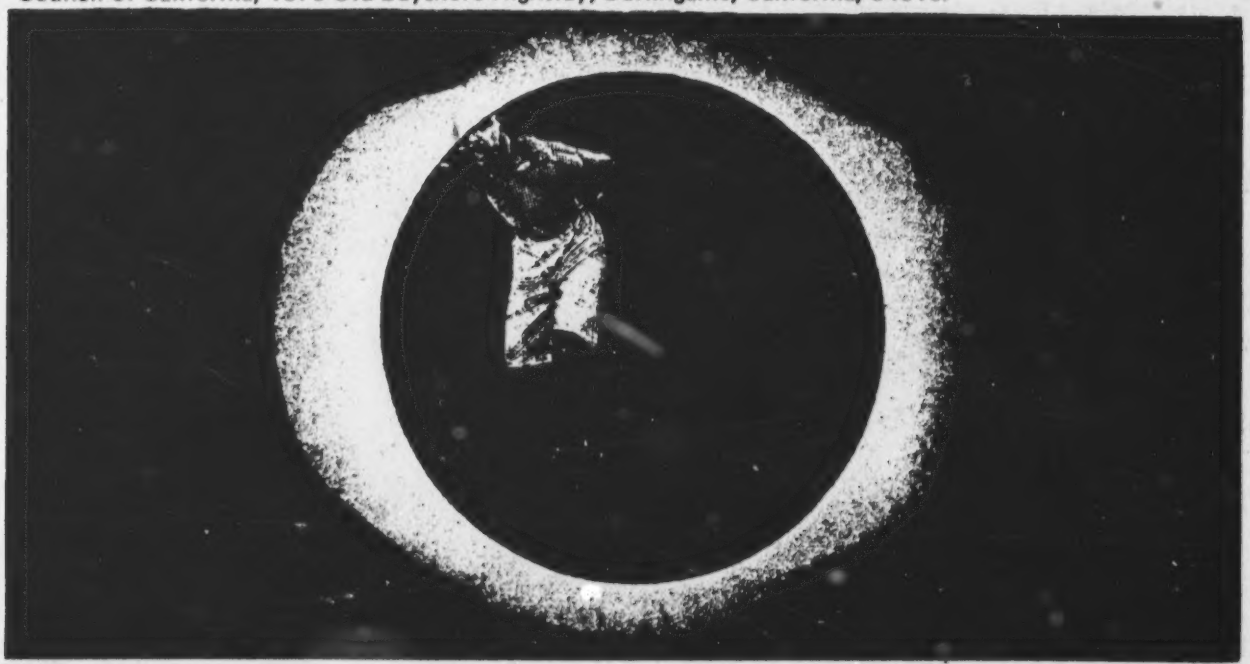
BUSINESS & INDUSTRY

The business sector is usually more willing to cooperate with the schools than educators assume they are, especially in the area of career education. Why? Because more and more applicants for jobs appear who know little about work, are unable to complete application forms properly, or to sit through an interview. It is to the advantage of business to reach students at an early age, to help them to know the kinds of jobs that will be available and the requirements for them.

Many large businesses assign the responsibility of working with schools to an individual. If such a person does not exist in a company, most personnel departments in major companies will send representatives to the schools or have students come in to talk with them or other employees about specific jobs, career opportunities in the industry, requirements, etc.

Smaller businesses are also very receptive to working with students and school personnel. Many of these resources serve the local school population directly and have a strong interest in maintaining good working relationships with students and staff.

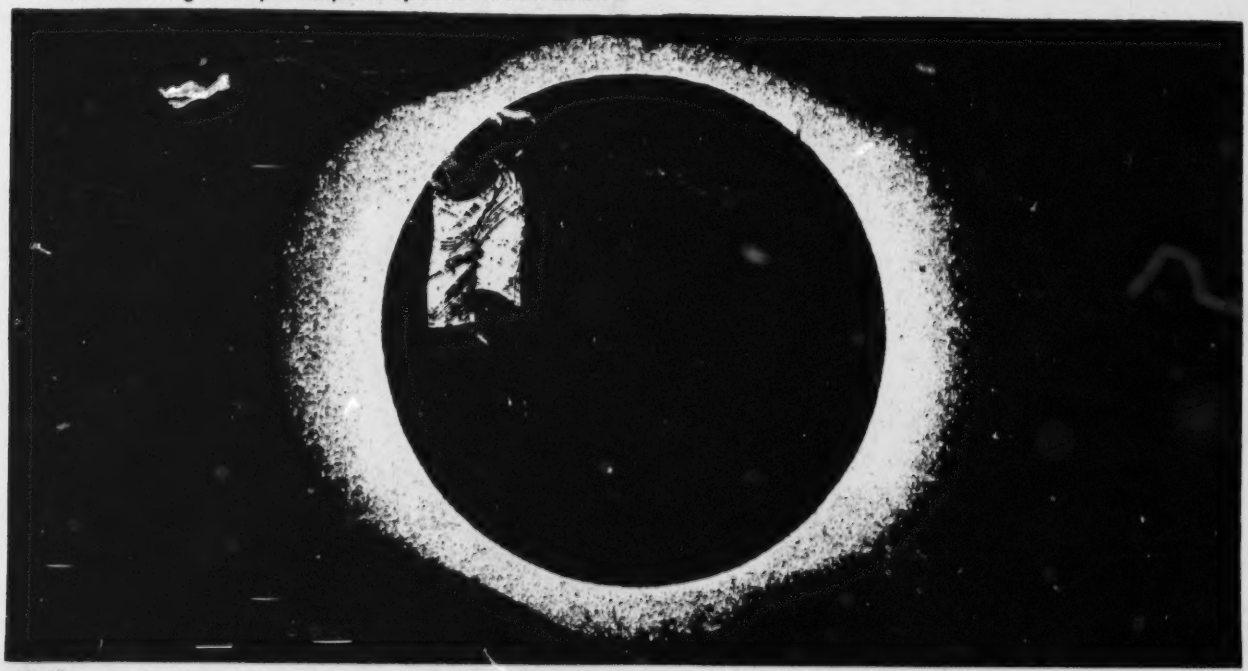
Industry-Education Councils exist in some California cities and counties. A call to their office or council representative can produce leads to possible support. They can help coordinate your project with others, give friendly advice and counsel, and help you understand business operations better. If you are unsure about the existence of a local/regional Industry-Education Council, contact the Industry-Education Council of California, 1575 Old Bayshore Highway, Burlingame, California, 94010.



DEVELOPMENT PERSONNEL

Community development personnel are hired by local school districts or Industry-Education Councils to work with school personnel to develop community resources for a wide variety of career education efforts. Efforts may include speaker selection, augmentation of classroom programs with lectures or material presentations, career/work information sessions with counselors and teachers, career conferences, expansion of exploratory and paid work experience programs in the schools, etc. Community development personnel also work directly with teachers to help them implement career education concepts in ongoing teaching programs.

A pivotal role can be played by community development personnel where the resources are in short supply. A good example is the local airport facility, which usually services a large geographic area. A community development person can act as liaison for all the schools in the area and coordinator on the part of the schools and industry. School efforts can be coordinated to avoid duplication and overtaxation of airport resources and facilities. The number of participating airlines can be increased so that no one carrier is overburdened and a wide usage of resources, facilities and personnel are made available. By approaching a limited resource like the airport on a coordinated basis, a system can be developed for expanding and carrying forward effective resource relationships with all school districts. This approach builds better school/community relationships by including more participants while allowing each participant optimal involvement.



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HOW TO USE

PRELIMINARY STEPS

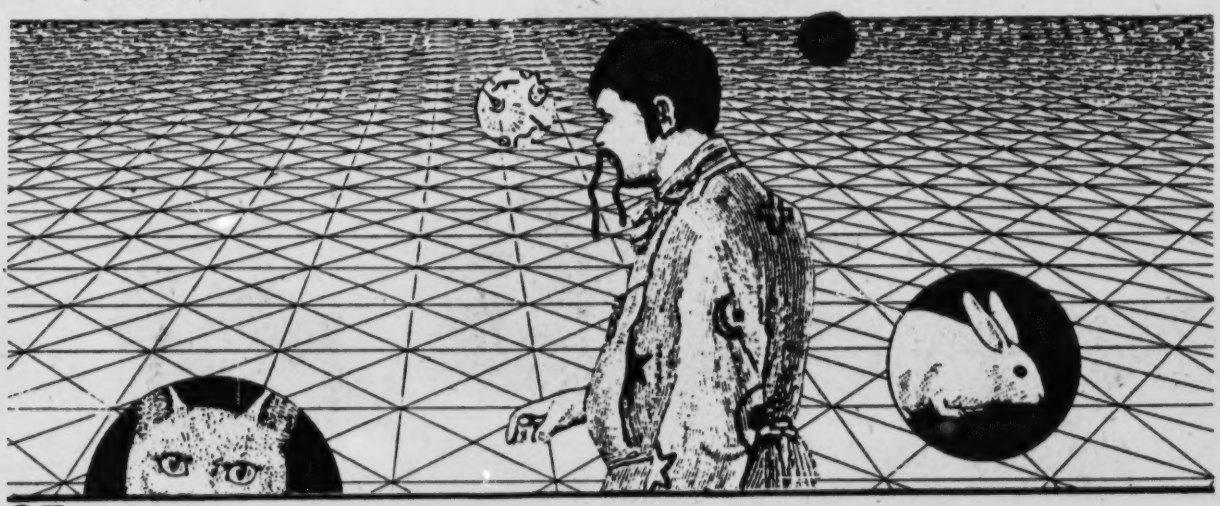
Before undertaking any new project that involves the community, you should:

1. Find out if there are other efforts in the school that already use resources in the local community.
2. What resources are being tapped?
3. How are these resources being used?
4. How often are the resources being used?
5. How many students are involved in the program?
6. Are there any problems with the present program?

Key school personnel who can be helpful in imparting such information might include work experience coordinators, individual teachers, community advisory committees, career center personnel, counselors, and administrators.

From school personnel working with the community, solicit support, cooperation and advice about the community. They can suggest people who can be helpful to you in getting your project started. They may even keep you from stubbing your toe by pointing out areas which seem to be overdeveloped and should be avoided. The XYZ Plumbing Company may have provided all the work experience slots that they can.

Establish a mechanism to coordinate your project resources with other programs using the community to assure smooth and continued community use and involvement. Coordination ensures proper use of scarce resources, provides clear communication and outlines responsibilities to the program and students. It can also avoid simultaneous requests for the same service, serve to make available information about new community resources to others, and finally, to facilitate evaluation and suggestions for improvement.

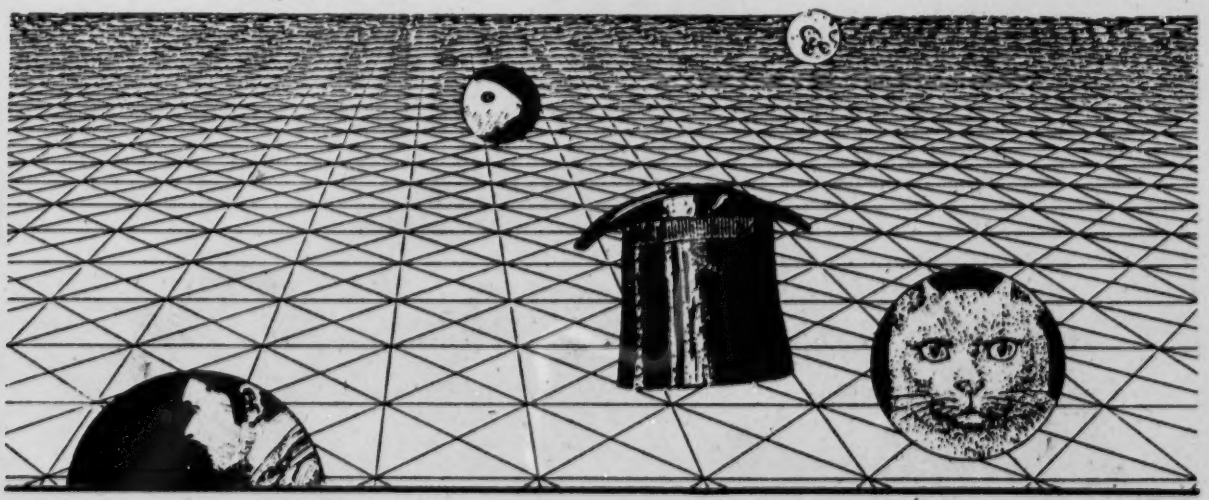


PROGRAM DEFINITION

Write a short, concise statement presenting the aims of each career education effort and the ways that students, teachers, counselors and community participants will benefit from the experience. Use simple language; avoid jargon. Remember, your descriptive statement will affect the participation of community people. The press release or memorandum format can be an effective device to communicate this information.

Outline specifically what you expect the community resource to provide for each effort. Outline such information as:

1. What experiences you want the students to have.
2. The number of students who will participate.
3. How much time the community resource will need to devote to the activity.
4. The duration of the effort.
5. The kinds of information you can provide about the student(s) participating in the experience.
6. The person responsible for coordinating the activity.
7. The kind of evaluation you plan to make.
8. The kinds of feedback you expect from community resource participants.



TELEPHONE

The greatest single obstacle to reaching the community seems to be fear of picking up the telephone to call an unknown community resource. You will find that most contacts are both interested and receptive. Overcome your initial fear and make a few calls; the odds favor your receiving a positive response.

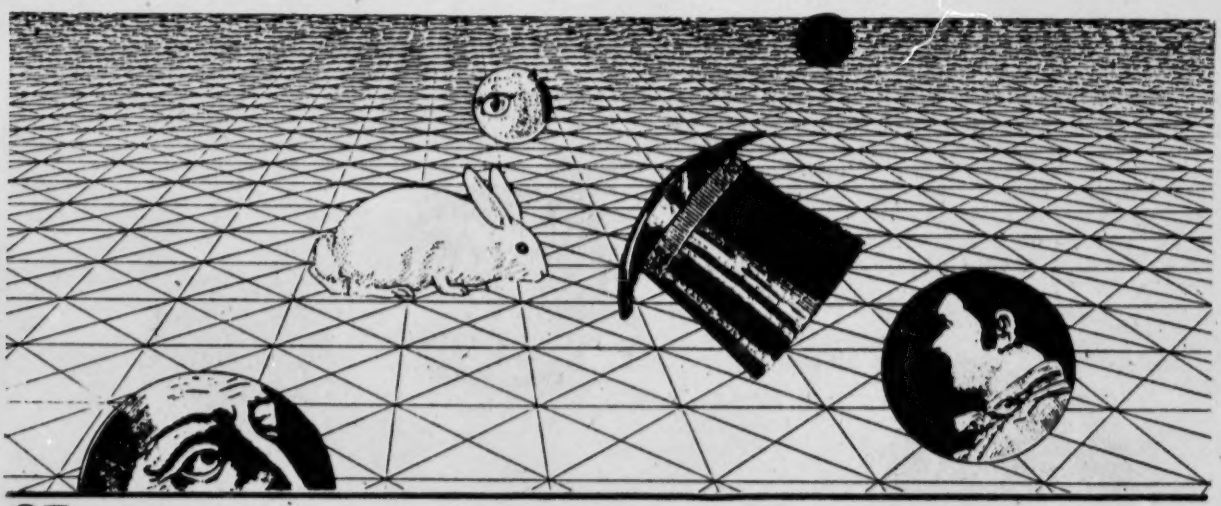
Always introduce yourself. Indicate where you work, where you got the contact, and what you want. If you feel unsure of yourself, make some notes before calling or keep your project description at hand while you talk.

Don't be too rigid. Allow yourself and the contact some flexibility. No project should be so rigid that you don't allow yourself or the community support personnel some options.

Try to arrange a personal visit to discuss your plan further, but if this is difficult, don't press it.

If you get a 'yes' without the personal interview, great! Be sure to follow-up with a letter reviewing the telephone agreement. Send your project description and any other information you think would be helpful: materials about the school, the students, other activities, etc.

If you get a 'no', be courteous and ask if you might recontact them later with further details on the project or about other programs. Again, when you complete the call, write a letter thanking the contact for taking the time to talk with you and include information about your project. This kind of follow through may help to later convert the community contact either to your own project or for someone else.



INTERVIEWS

Use a personal interview as frequently as you can.

Through the interview, both you and the community contact can become real to one another. It will provide you an opportunity to visit the contact's place of work and to view, on a limited basis, the work environment and kinds of activities carried out there. Also, your personal efforts will generally be appreciated by the community representative.

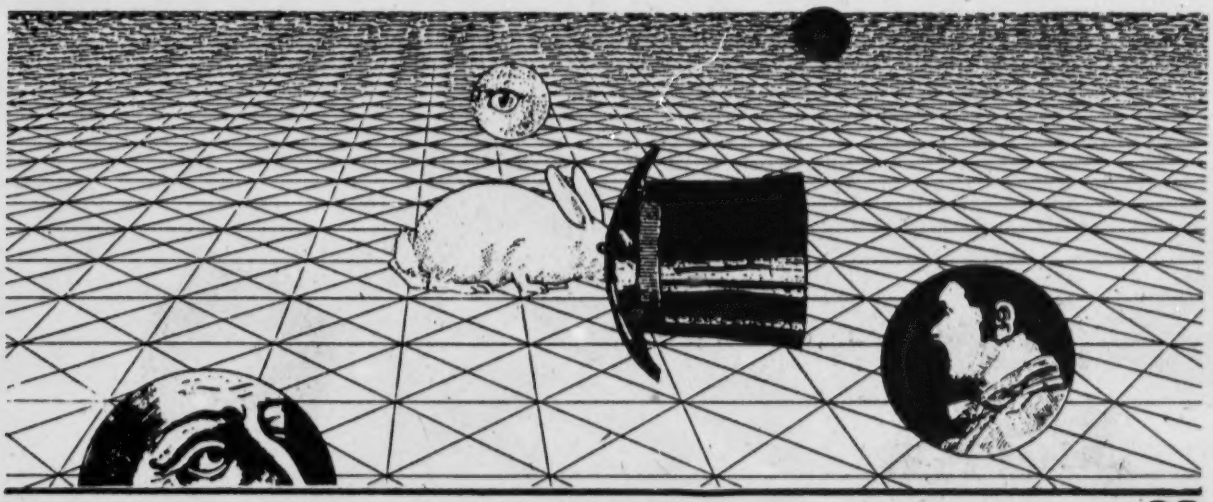
Bring along a concise program description. Leave it when you depart. Establish rapport with the contact. Ask for feedback and questions. The better you can communicate with one another, the more effectively you'll work together over a long period of time. Be specific about what you expect from the community resource. Find out what the limitations are and how much time can be devoted to your program. Respect the limits.

Don't go into the personal interview with the attitude that the resource owes you a favor or time. You're only one human being requesting another to provide you with help and support. If you approach the community contact on this basis, you will be more successful. Establish and maintain a climate of openness, flexibility and friendliness throughout. This attitude will enable you to continue to be successful longer than if mutual respect and professional attitudes deteriorate.

Remember that working with the community means working with people. You should treat your community resources as you would colleagues or friends - with respect and understanding of their position, concerns, and restraints without losing sight of your own.

Follow-up every personal contact with a letter to recapitulate your conversation and to thank them for their time and consideration. Miscommunication occurs often enough. A letter can help to avoid misunderstandings.

Even if you receive a negative response to your request for help, never shut the door to future possible consideration. Offer to send program evaluations and see if later participation is possible. You can refer hesitant contacts to supportive community participants. They may be able to communicate with fewer restraints. If you offer to follow-up later, do so.



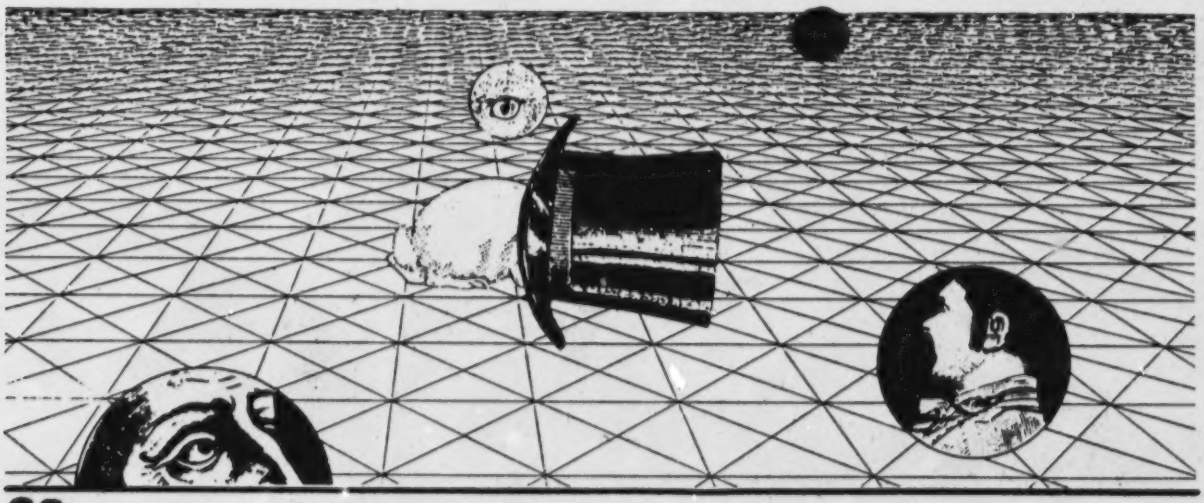
LETTERS

In addition to personal and telephone contacts with individuals in the community, do not overlook the power of a personal letter. Condition yourself to write each community contact from whom you request service.

Content might take several forms:

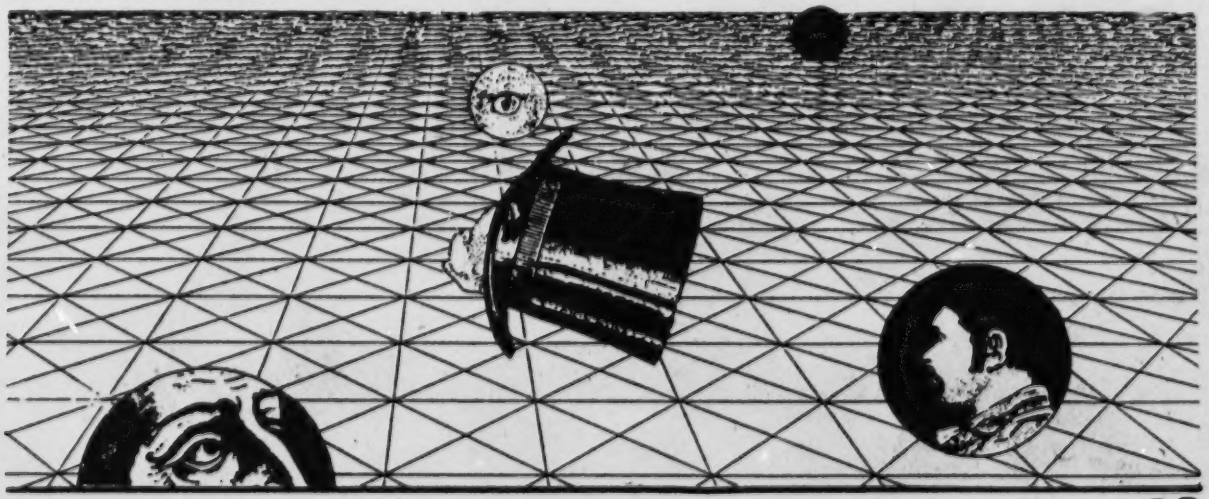
1. Thank you and specific reconfirmation of service to be rendered.
2. Thank you for taking the time to discuss the project. Even if you received a negative response, you should send this thank you along with specific information about your project. Leave the door open to the possibility of their future participation.
3. Introductory and informative materials that describe the activities and indicate that you will be contacting the resource at a later date to provide additional details, to answer questions, or to make specific requests.
4. Thank you for your participation.
5. Requests for evaluation and constructive suggestions for project improvement.
6. Follow-up and evaluation results about your project.

The better informed you keep your community contacts about your programs, the better chance you have of sustaining their support and assistance over a long period of time.



RIPPLE EFFECT

A stone thrown into a smooth pond sends out multitudes of small waves, each larger and wider as it diverges from the spot where the stone first hit the water. So, too, will your own list of community resources expand if you take every opportunity to seek additional contacts from community representatives. You may not receive leads from all individuals, but you can expect at least one additional contact from most. In each case, you will have the individual who made the suggestion as an entry to the next person. Some individuals in the community may offer to call some of their colleagues on your behalf. Others will simply identify contacts and allow you to use their name as an introduction and reference. Don't be shy. Ninety-nine percent of your community contacts will be warm, personable, and receptive.



MAINTAINING SUPPORT

Never take a community contact for granted. These are generally busy people with heavy work loads and not enough time to do all that they need or want to do. Remember that they have feelings and responsibilities too, and don't step on their toes. Respect what they do.

Keep communication open throughout the duration of the project by telephone or letter. Deal with small concerns before they become big problems; only selected molehills deserve to become mountains.

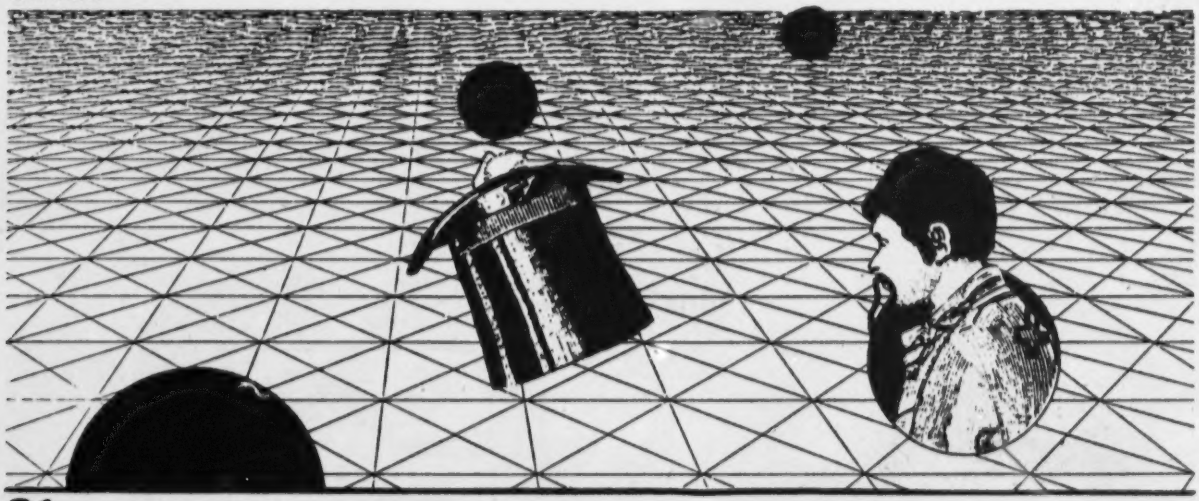
Solicit evaluation and suggestions from the community. Encourage feedback as to what works, what doesn't work, and why. Don't be afraid to admit you've made a mistake. If ideas are solid, use them and let the source know you have.

Whenever possible, bring some of your community program supporters (participants) together occasionally for a 'rap' session about the program. It will give you a better opportunity to get to know them, and they will enjoy meeting and talking with others about their experiences in the activity.

Learn the idiosyncrasies of each of your community resources. If time for their participation in the program is limited, respect that fact, and don't overuse them. If a resource wishes to work with only small groups of students, see that this is the case. As much as possible, try to provide the kind of experience that the resource will find comfortable. If you must use them in a situation where they may not be at ease, let them know in advance what to expect.

Keep your contacts personal. Don't routinize your approach. You are dealing with people, not systems, organizations or institutions.

Try to analyze unsuccessful efforts honestly from both sides and discuss them frankly with the community contact. Seek suggestions for program improvement. Offer suggestions that you believe might improve the contact in the future. If you did not properly prepare the community participant for the experience, admit it. Again, openness and candor are the best policies for continued fruitful contact.



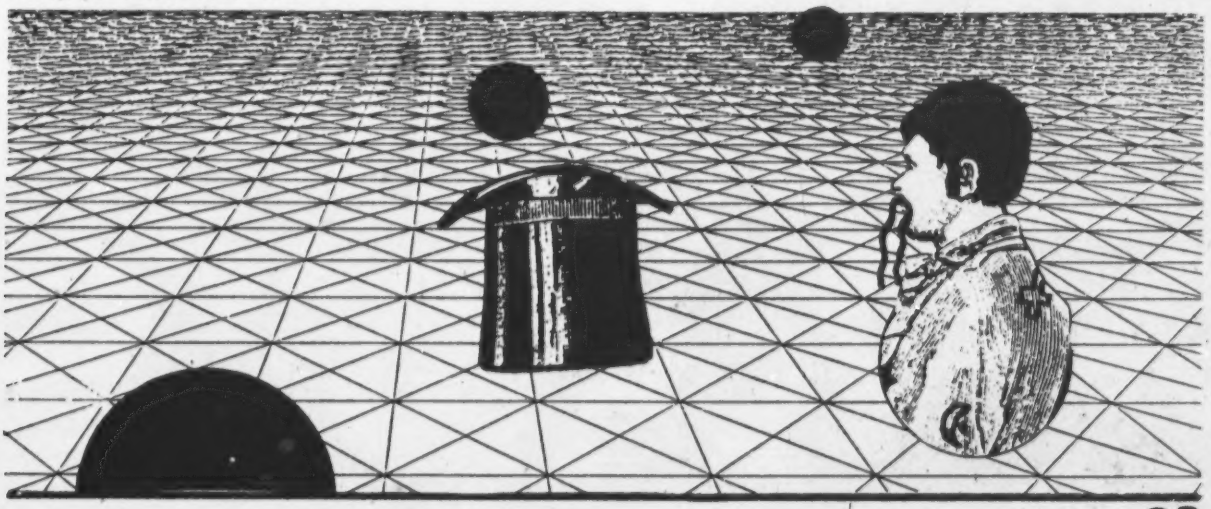
PERSONAL CONTACT

A large part of the long-term success of any program that goes beyond the school to the greater community depends upon the continuing sensitivity and consideration of all participants. Identification, coordination, and use of community resources all involve people. When the interpersonal communication in any school/community program is reduced to routine or to impersonal dealings, a program will lose its vitality, strength, and effectiveness.

People are the key. Without the commitment and assistance of others, programs die. Nothing happens unless you talk someone into helping you, or they see something to gain from what you have to offer.

There is little new to say about how to persuade people. Respect and appreciation are obvious needs. Try to put yourself in their shoes; see the world as they see it. Assume that they are good at what they do and interested in helping you. Be open, honest, and direct with others, but learn to recognize when tact is required.

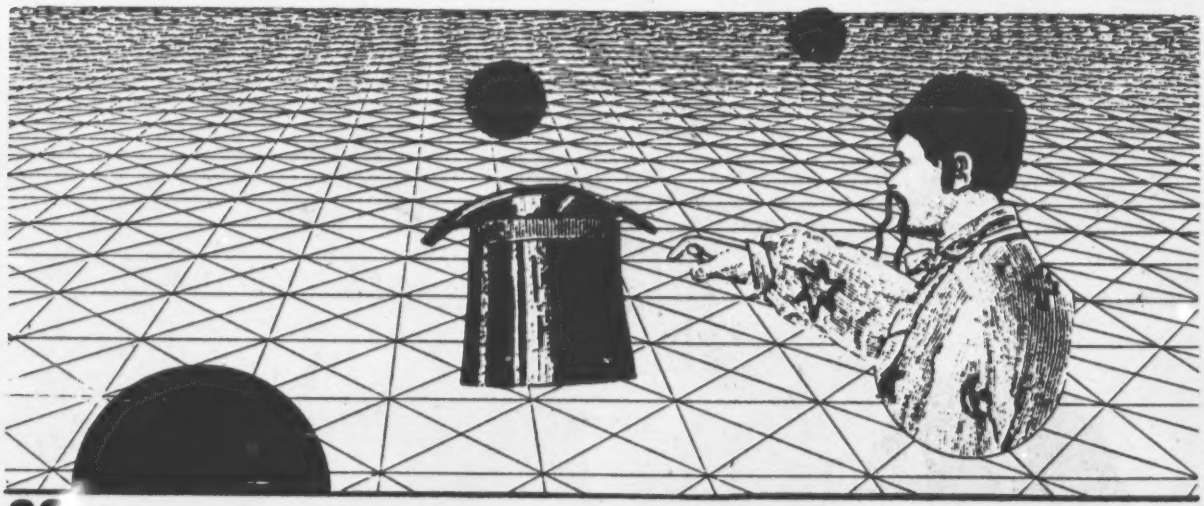
Keep your commitments.



CONSOLIDATION

In light of the increasing number of demands on the community for expanding career education activities, in addition to existing youth work-study and other programs, the need for coordination at all levels becomes overwhelmingly apparent. Innundating the community with requests to support similar programs in schools, districts and communities is a quick way to 'close the door' to resource access. Educators must begin to develop ways to consolidate similar programs - especially when several schools or districts are geographically close to the same community resources.

One approach to consolidating resource access is to identify an individual to act in a liaison capacity for a popular but limited community resource. The individual would coordinate access to the resource for several schools, districts, or the total region, thus eliminating duplication of effort. This approach necessitates flexibility of school staffing and program in developing community resources for student participation.



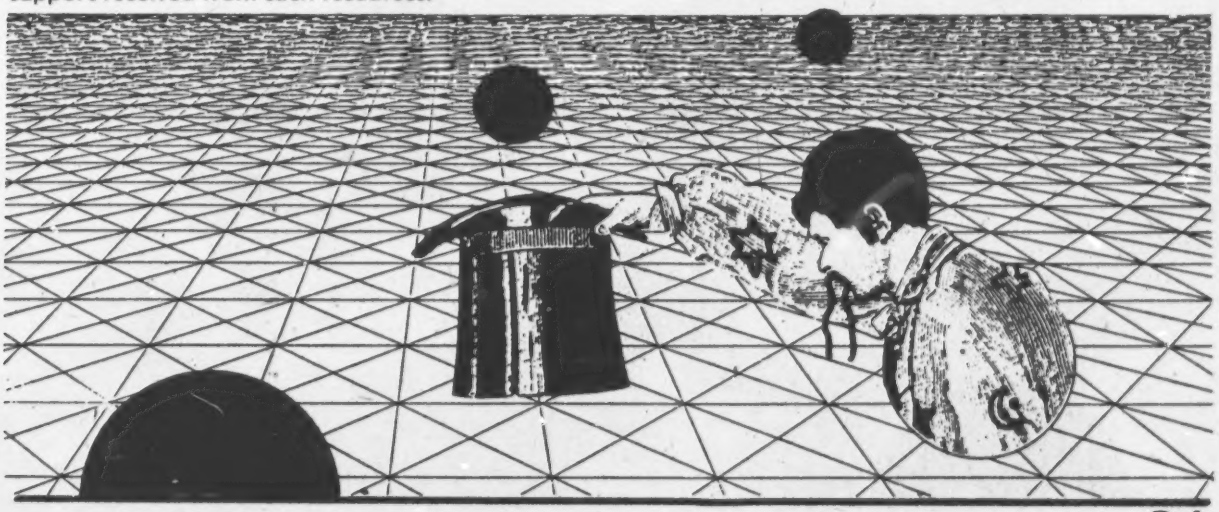
COORDINATION

If the process of finding and successfully using community resources is to work, it will require sensible coordination at both the school and district level. Why?

1. To ensure that communication with the community resource is clear and that responsibilities to the program and students are understood.
2. To ensure that resources from the community aren't overused, misused, or underused.
3. To avoid simultaneous requests for essentially the same service, i.e., the same speakers requested for several science classes within one school.
4. To avoid confusion and to ensure that community resource people know to whom they should direct requests, questions, comments and complaints.
5. To serve as an information clearinghouse for district and school personnel as new community resources are identified and resource lists are updated.
6. To publicize programs using community resources within the school and/or district in order to facilitate involvement and cooperation for both students and teachers.

Special attention should be given to those resources for which the demand is great and the access limited. Every effort should be made to consolidate program activities that tap such resources and to establish clear lines of liaison and coordination.

Do not overlook the need for inter-school and inter-district liaison - especially where school or district boundary lines converge at particularly rich community resource sites. Special liaison personnel from the schools or districts should be clearly identified as responsible for cooperative and collaborative program decisions. Again, lack of coordination can directly influence the kind and amount of participation and support received from such resources.



TRANSMITTING INFORMATION

To spend time and energy finding and using community resources without sharing the information with other interested school staff is a futile effort indeed. The importance of community input to the understanding and development of career education concepts and programs is increasingly apparent.

Schools or districts must develop ongoing and sustained programs to acquaint personnel with local resources in order to effectively communicate up-to-date career education information and understanding in their ongoing activities with students.

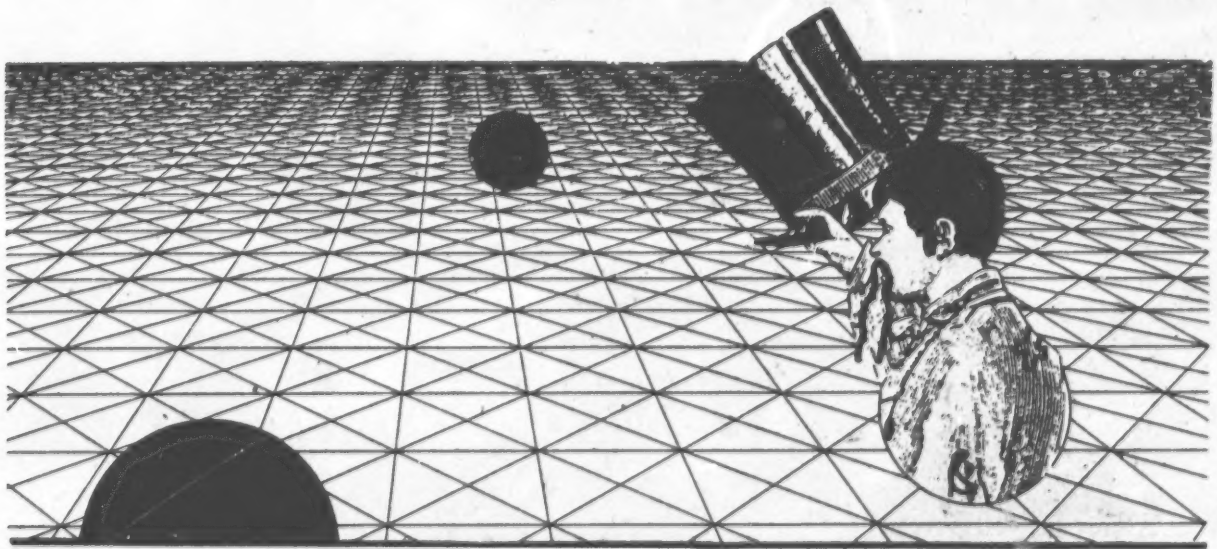
Through workshops and seminars in which the full range of district personnel are required to participate (this may mean providing money to pay for release time), understanding career education and the role of the community in providing information to support and augment programs should begin. It will be necessary to provide specific, practical techniques and methods for integrating career education into their ongoing curricula.

A major emphasis of workshops must be to provide information about their communities and the world of work to the participants. Such information should be related to specific instruction and guidance concerns.

Informational bulletins about out-of-date and new community resources should be distributed to staff continually.

School personnel should work together to solve the problems of identifying methods of information dissemination and project and resource coordination on a systemwide basis.

Better methods of communicating available community resource information to staff should be developed.

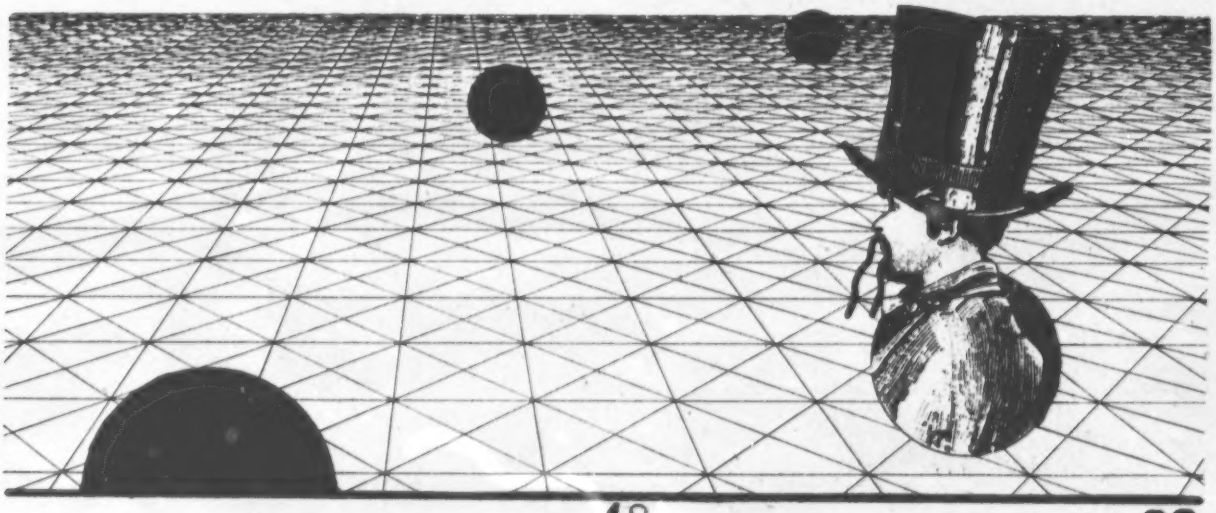


ADVISORY COMMITTEE

An advisory committee, authorized by the principal of the school, is a task force composed of the principal, the career education coordinator, and other key school people as well as a representative from the central office, and members of business, industry, and state and federal employment agencies. The advisory committee forms a link between the school and the world of work. In the course of planning a comprehensive career education program for the school, the advisory committee offers support, resources and information about business and industry.

You should be cautious about asking business and industry members to participate in the advisory committee. It may require a year of discussion and groping before any concrete action is proposed or before specific resources are required. The most appropriate representatives initially would be people connected with industry or those who have an established relationship with industry. They should also have the time to attend a series of meetings. Most business organizations have a person in charge of community or public relations who would be appropriate for this role. The advisory committee will require continuity of membership and this type of representative will be more likely to extend their participation over a year.

The advisory committee must link the needs and requirements of the school with those of the world of work. The resources that industry has to offer must fit into the nine-to-three school schedule. However, the schools must also be prepared to make some concessions - such as programming a special assembly when the speaker from industry will be available. Both industry and the schools will have to be flexible in this attempt to work together. At times the school will identify its needs and formulate specific requests for industry. At other times industry will inform the school of what is available and the school must determine how to use the offered resources.



DO'S

Be concrete about the return to your resource (what do they get out of it?).

Follow up.

Keep parents informed and encourage parent participation.

Remember to say thank you.

Evaluate the worth of your resources.

Feedback to community and school members.

Have the courage to contact potential community resources.

Keep track of your resources.

Coordinate your resource use within the faculty, school, and district.

Be as concrete as possible about what you want from community resources.

Utilize a written outline of what you want when you speak to community resource people.

Help others who might help you by sharing resources.

Use your initial contacts to help you identify other resources.

Prepare your resource if necessary.

Keep people informed through letters and newsletters.

Provide publicity or promotion for activities if at all possible (thereby appealing to your resource person's ego).

Show up for appointments.

Match resources with the appropriate audience.

Look for organizations and agencies doing work similar to yours.

Find out the right person to approach within an organization.

Be honest about potential problems with your resource person.

Encourage resources to share experiences with one another (group raps, evaluations, teas, lunches).

& DON'TS

Limit your resource use to one group or class of people (top management for example). Try to draw from a wider range of people.

Limit your consideration of resources to people. Remember there are also services and materials potentially available.

Duplicate services that others are already providing.

Hustle for no reason. Have concrete goals or objectives in mind.

Overlook obvious resources (the ones in your own backyard) such as co-workers.

Assume that the person you contact in the community is the same person who will actually be providing you the requested service. You should be prepared to repeat your explanations and information.

Overuse, underuse, or misuse your resources.

Be vague and undecided.

Ask for help you can't use.

Be afraid to admit that you're wrong, or that you've made a mistake.

Expect that community people 'owe' you something.

Pigeon hole. People can be used for more than one occassion or purpose. Resources may be multi-dimensional. Banks, for example, may have graphics, public relations and video personnel as well as bank tellers.

Give up. Keep trying, or try again later.

Drop a resource without an explanation.

Be obnoxious, slovenly, rude or abrasive.

Make false promises.

ADDITIONAL RESOURCES

ADMINISTRATIVE STEPS

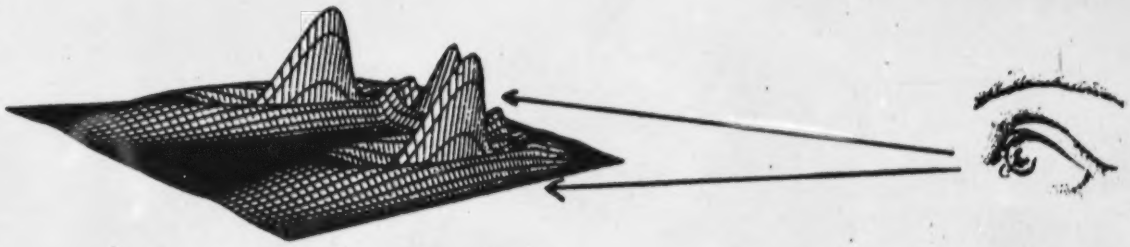
TOWARDS CAREER EDUCATION

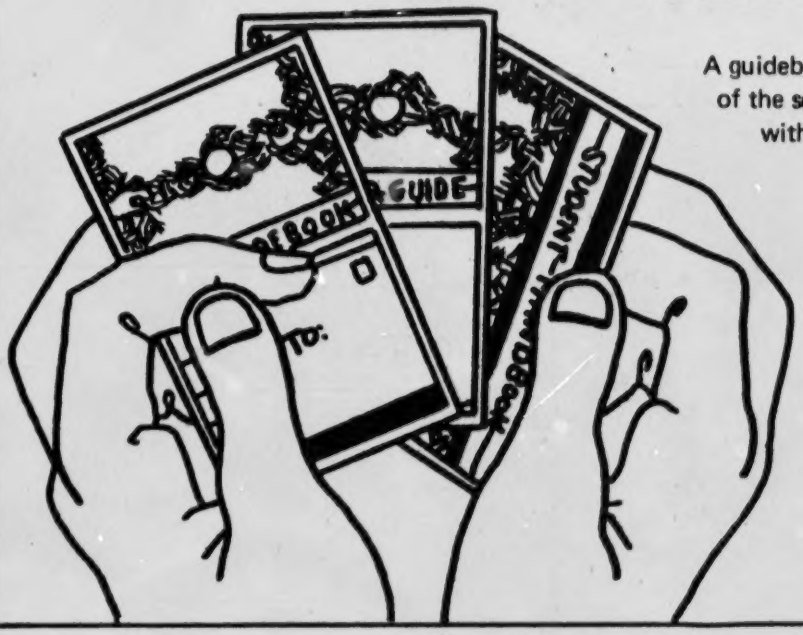
Developed by the Career Education Incremental Improvement Project in conjunction with the Explorations in Educational Leadership Project, this newsprint format publication offers the school administrator a step-by-step approach to developing and assuring continuation of a career education program.

Also includes a review of leadership and management materials for school administrators.

CAREER EDUCATION LEARNING OBJECTIVES

This 22 page publication offers a wide range of possible learning objectives for career education programs, including potential student outcomes in areas such as 'Self Concept/Self Worth', 'Work Habits', 'Decision Making', and 'Job Hunting Skills,' among others. Also includes implementation advice and an activities guide.





CAREER EXPLORATION GUIDEBOOK

A guidebook for student explorations out of the school and into the work site, with three pull-out sections:

1. Master Guidebook - for school personnel use.
2. Student Guidebook - with pre and post exercises, expectations and evaluation forms.
3. Business Advisor Guide - including advice and information about working with students at the business site.

EXPLORATIONS IN CAREER EDUCATION

A comprehensive, 'how to do it' guide for career education programs, including information on use of classroom speakers, student explorateries, the career education advisory committee, community resources, and the role of the school career education coordinator.

Also includes usable forms for evaluation, staff development, needs assesments, and a range of alternative ideas for introducing career education to your curriculum.

POWER PLAYS
Make a chart of your school system, including key people and organizations in the community, the district office, the school board, etc. Record, to the best of your ability, each person's skills, resources, expertise. This chart should allow you to review who is involved in a problem, who has information, and so on.
skill card

All publications listed on these pages may be ordered from:
Industry - Education Council of California, 1575 Old Bayshore Highway, Burlingame, California 94010

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COMMUNITY RESOURCES

FOR

CAREER EDUCATION

A PRACTICAL GUIDEBOOK